



The right skills, at the right time, in the right way.
Indiana's Demand Driven Workforce

Adult Education and Workforce Development Statewide Webinar

September 5, 2018

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Tears rolled down the face of Paige Powell as her father – **Paul Powell** – received a standing ovation from the **MSD of Warren Township** School Board, superintendent, and audience for earning his high school equivalency (HSE), CDL career certification, and certified employment 20 years after dropping out of school.

Paying rent, buying groceries, and attending high school proved too much for this young man on his own; so he quit.

“We moved a lot. I attended over 12 schools by the time I was 16.”

PAUL Powell

Indianapolis



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PAUL Powell

Indianapolis

“CDL classes were hard but HSE classes taught me how to study.”

- ✓ HSE Graduate
- ✓ Certification
- ✓ CDL
- ✓ Employed



He started working in construction and continued doing so for many years but it was back breaking work.

Without health insurance, he began to self-medicate and became addicted to prescriptions drugs. Through perseverance and the support of his wife he was able to recover from his addiction.

He excelled in his CDL class and passed his certification test on the first try. Paul was offered a local truck driving job.

He has now been working for three months.



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Meet Christy & Billy Greene



Christy Greene's formal education ended in the 7th grade and Billy dropped out of high school in the 10th grade. They are parents of two young sons and both wanted to obtain their HSE. Christy attended classes at the **LaPorte County Career and Technical Education Center** first so that Billy could watch their kids. They then reversed roles and Billy began classes while he worked nights. Both earned HSEs last year.

Christy is now employed with Michigan City Area Schools as an instructional assistant in the adult education program, and plans to enroll in the parapro IET. Billy is a grocery store manager and was appointed by the Mayor to the Michigan City Historic Review Board. He has aspirations to become involved in politics at a local level.

Success Comes in Pairs



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OAKLAND CITY
UNIVERSITY

In 2008, at the age of 27, **Oscar Griffin** was shot in the face, leaving him completely blind. Oscar never learned braille. So he has totally relied on voice/conversation to function.

He was incarcerated in the Indiana Department of Correction (IDOC) in March of 2017. His teacher, Dawn Grage, said that Oscar was very persistent and never gave up. He overcame many obstacles within the correctional facility to achieve his HSE diploma.

"I stayed determined and focused. I never doubted myself and always believed. **My momma always said to take the word 'can't' out of your vocabulary.** You can do anything if you put forth the effort and try," Oscar said.

Oscar still has a few more years to serve in IDOC and will likely request to be admitted to one of the many vocational training programs.

Meet Oscar Griffin



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Sarah

Dalrymple



“Awesome classmates made things easier and helped me realize I wasn’t on this journey alone.”



“Well, We Did It!”

“We Accomplished a Major Milestone in Life – Graduation.”

When Sarah first started adult education classes at Vincennes University, she was scared and nervous. Sarah already had a full plate with a 40-hour work week and a family at home. She doubted her success in the classroom many times, but with the help of her teacher, her fears soon subsided. “One of my favorite things was being able to bounce questions that I didn’t understand off my classmates.”



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Sarah

Dalrymple  **VINCENNES**
UNIVERSITY

The First Step is Always the Hardest

“Well, We Did It!”

“We Accomplished a Major Milestone in Life – Graduation.”

“Getting my HSE means the world to me because it taught my children, as well as me, that you could do anything you set your mind to do. I also made a promise to my mother, who passed away in 2006, that I would get it. Well, Momma, I did it!” In addition to working full time, she plans to take college courses in the future. “If I never took the first step by registering for the HSE class, none of this would be possible.”

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Success Stories

Stories to Inspire. Share Your Program's Successes.



Makaila Kirk

These do not all have to be HSE completion stories.

- ▶ Did someone receive basic skills remediation to pass WorkKeys and get a great job?
- ▶ Were they able to remediate and improve their AccuPlacer score to get into credit bearing classes at Ivy Tech or Vincennes University?
- ▶ Was an employer able to promote an employee because their language skills improved to the point they could supervise?

These do not all have to be about students.

- ▶ Has your program forged a new relationship with an employer?
- ▶ Did someone on your staff have an accomplishment that is noteworthy?
- ▶ Is there a change in your programming that has worked particularly well for students?
- ▶ Is there a special community partnership that is beneficial to your program?

Everyone has a dream. Everyone has a story to tell. Share it.

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2019-2020 Grant
Program Performance Metrics

AE Performance Metric	Point Value
Adult Education Enrollment	1 Point
Measurable Skill Gain	1 Point
Attained HSE Diploma	1 Point
Attained Certification	1 Point

or }

- Indiana's Program Performance Metrics will be used to award grants for 2019-2020
- Adult Education Enrollment NRS Table 4, Column B
- Measurable Skill Gain NRS Table 4, Column E
- Attained Secondary School Diploma/Equivalent NRS Table 4, Column F



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2019-2020 Grant
Program Performance Metrics

IET Performance Metric	Point Value
Enrollment	1
Completion	1
Certification	Multiple

IET = 15%



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2019-2020 Grant
Program Performance Metrics

Workforce Education Initiative (WEI)

Competed 10%

2019-2020

No Performance Points | Demonstrate Effectiveness

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*More to
Come*

Visit TABETest.com to Learn More



Tests of
Adult Basic
Education



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STATE Performance Metrics

#1 Measurable Skill Gain

#2 High School
Equivalency

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**Performance
Metrics**



New NRS State Table 4 – 2018-2019

8-29-18

Date Printed: 8/29/2018 8:13 AM

Table 4 - Measurable Skill Gains (MSG) by Entry Level

School: All Programs

Term: 20182019

Audit Type: Calc and Manual

First Period of Participation

All Periods of Participation

Entering Educational Functioning Level	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for All Participants	Number who Achieved at least one educational functioning level gain	Number who Attained a secondary school diploma or its recognized equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program Without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total Number of Periods of Participation	Total Number of Periods of Participation in which Participants achieved at least one educational functional level gain	Total Number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Percentage of Periods of Participation With Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)
ABE Level 1	259	0	6790	14	3	0	242	6.56%	259	17	17	6.56%
ABE Level 2	1152	0	34466	74	11	0	1067	7.38%	1154	86	86	7.45%
ABE Level 3	1342	0	43402	94	45	2	1201	10.36%	1346	140	140	10.4%
ABE Level 4	719	0	24721	62	53	3	601	15.99%	719	115	115	15.99%
ABE Level 5	221	0	7369	18	22	0	181	18.1%	221	40	40	18.1%
ABE Level 6	136	0	3882	3	28	0	105	22.79%	136	31	31	22.79%
ABE Total	3829	0	120630	265	162	5	3397	11.15%	3835	429	429	11.19%
ELL Level 1	349	0	7583	23	0	0	326	6.59%	349	23	23	6.59%
ELL Level 2	220	0	4160	24	0	0	196	10.91%	220	24	24	10.91%
ELL Level 3	236	0	4519	16	0	0	220	6.78%	236	16	16	6.78%
ELL Level 4	221	0	4123	17	0	0	204	7.69%	221	17	17	7.69%
ELL Level 5	158	0	3538	8	0	0	150	5.06%	158	8	8	5.06%
ELL Level 6	37	0	497	6	0	0	31	16.22%	37	6	6	16.22%
ELL Total	1221	0	24420	94	0	0	1127	7.7%	1221	94	94	7.7%
Grand Total	5050	0	145050	359	162	5	4524	10.32%	5056	523	523	10.34%



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MEASURABLE SKILL GAIN

Basic Skills Remediation

NRS Table 4, Column H

2017-2018*

63.54%

NRS Table 4, Column I

2018-2019*

10.32%

64%

- Indiana Target
2018-2019

Instructional
IMPACT

*Data as of 8.30.18



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#1 MEASURABLE SKILL GAIN

Basic Skills Remediation
NRS Table 4, Columns B, D, I

Enrolled 5,050 (ABE/ELL)

Majority of Students – Level 3. Next Highest – Level 2

28.72 Average Attendance Hours

10.32%



Data as of 8.29.18



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Enrolled

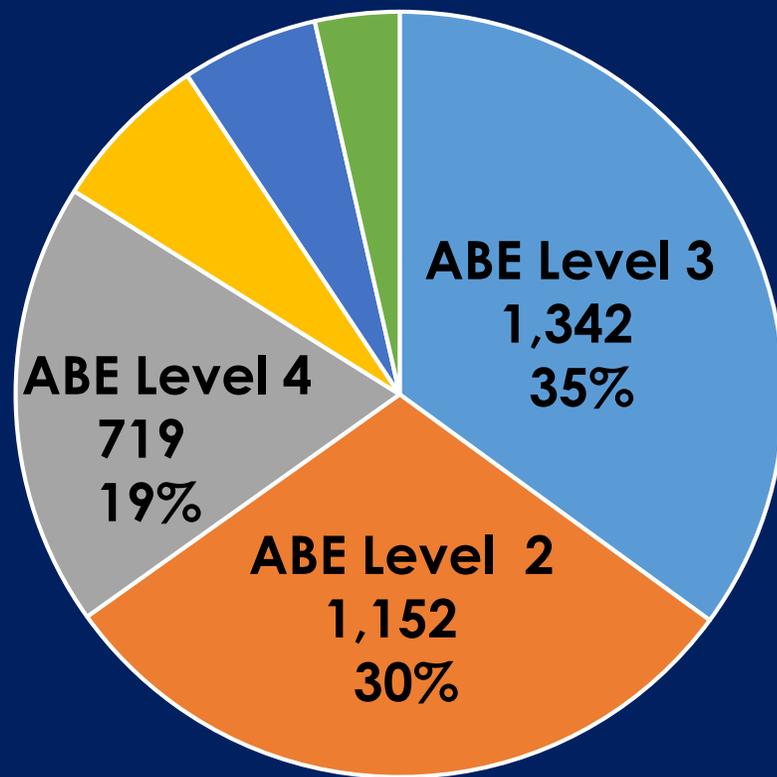
3,829

2018-2019 – ABE
8.29.18 ABE Enrollment

ABE Level 1 – 259

ABE Level 5 – 221

ABE Level 6 – 136
16%



65%
Levels
2-3

■ ABE Level 3 ■ ABE Level 2 ■ ABE Level 4 ■ ABE Level 1 ■ ABE Level 5 ■ ABE Level 6

Data as of 8.29.18

Indiana ADULT EDUCATION

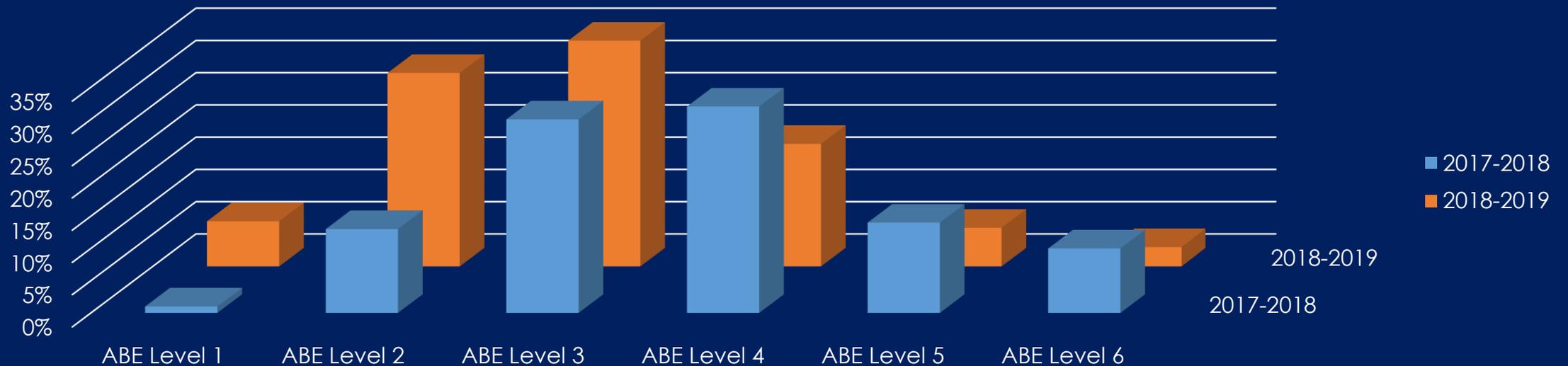
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NRS ABE LEVELS 1-6 – PROGRAM YEAR

2017-2018 | 2018-2019

8.3.18

8.29.18





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MEASURABLE SKILL GAIN

Basic Skills Remediation

NRS Table 4, Column H

2017-2018

ABE	65.15%	+5.49%
ELL	57.29%	+6.48%
TOTAL	63.54%*	+5.94%

2016-2017

59.66%
50.81%
57.60%



60%

- Indiana Target
2017-2018

Instructional
IMPACT

*Data as of 8.30.18

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Distance Education Measurable Skill Gains

Distance Ed

2016-2017

*2017-2018**

7.31.17
2016-2017
NRS **Table 4C**
Column H

64.96%

8.30.18
2017-2018
NRS **Table 4C**
Column H

70.86%

*Data as of 8.30.18



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No. Separated Before Gain

2016-2017

9,817

36.36%

2017-2018*

7,931

30.07%

*Data as of 8.30.18



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No. Separated Before Gain

2017-2018

– ABE/ASE Levels 1-6 28.57% *Separated*

– ELL Levels 1-6 35.86% *Separated*

30.07% *Separated*

*Data as of 8.30.18



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Enrollment

	<u>2017-1018</u>	<u>2016-2017</u>
ABE 1-6	20,958 ↑	20,720
ELL 1-6	5,416 ↓	6,273

ABE/ELL

- 619

Down

*Data as of 8.30.18



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How Did We Do?

High School Equivalency

Pass Rate

77.22%*

2017-2018

75.55%

2016-2017

*Data of 8.30.18



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Performance

Metrics



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TASC Summary All Indiana Examinees

2017-2018* 5,469
2016-2017 5,388

+ 81

*Data of 8.30.18

InTERS Summary All Enrolled Indiana Examinees

2017-2018* 4,845
2016-2017 4,870

- 25



TEST
ASSESSING
SECONDARY
COMPLETION™



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REMINDER

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.



NATIONAL
REPORTING SYSTEM
for Adult Education

New NRS TABLES

PROGRAM YEAR 2018-19

REPORTING ON OCTOBER 1, 2019

<https://nrsweb.org/training-ta/nrs-reporting-tables-webinar>

Technical Assistance Guide for
Performance Accountability
under the Workforce Innovation
and Opportunity Act

*National Reporting System for
Adult Education*

DECEMBER 2017

Division of Adult Education and Literacy
Office of Career, Technical, and Adult Education
U.S. Department of Education
Contract No. ED-VAE-15-O-8027



BEGINS
Slide 154

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REMINDER



Changes to Tables 4 and 5 and New NRS Tables

Table 2A – Reportable Individuals by Age, Ethnicity, and Sex

Table 4 – Measurable Skills Gains (MSG) by Entry Level (columns added)

Table 4A – Educational Functioning Level Gain

Table 5 – Primary Indicators of Performance (column headings)

Table 11 – Outcome Achievement for Participants in Integrated Education & Training Programs

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REMINDER



Changes to Tables 4 and 5 and New NRS Tables

Table 2A – Reportable Individuals by Age, Ethnicity, and Sex

- ▶ Reportable Individuals = **Less than 12 hours** attendance hours
- ▶ Participants = 12 or more attendance hours

*Reportable Individuals – Do Not Count
Toward Accountability Measures*

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U.S. Department of Education

OCTAE

Office of Career, Technical, and Adult Education

MONITORING PROTOCOL

- Program Regulations
- Uniform Guidance
- EDGAR (Education Department General Administrative Regulations)

Statute WIOA

Program
Regulations
34 CFR 462
34 CFR 463

Uniform
Guidance
2 CFR 200
.327 .328
.331 .338
.339

EDGAR 34 CFR
76.770, 76.720,
76.722



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U.S. Department of Education

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Office of Career, Technical, and Adult Education

MONITORING PROTOCOL

- Program Regulations
- Uniform Guidance
- EDGAR (Education Department General Administrative Regulations)

What is Monitoring?

- #1** More than on-site visits
- #2** Any action taken by the state or grantee throughout the life of a grant to ensure **legal compliance and program performance**
- #3** Ongoing process



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MONITORING PROTOCOL

Are local grantees –

Serving eligible adults?

Carrying out allowable activities?

Using AEFLA funds in ways that are allowable under the statute?

Meeting acceptable levels of performance?

Providing the state with data that is valid and reliable?

Fulfilling their one-stop partner roles and responsibilities?



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MONITORING PROTOCOL

Scheduled monitoring reviews are organized and planned with a grantee and may include one or more of the following methods –

- ▶ Desk Monitoring
- ▶ On-Site Monitoring
- ▶ Other monitoring techniques that ensure effective monitoring of grantee progress in meeting performance standards and compliance with grant requirements



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MONITORING PROTOCOL

2 CFR 200.331 (b)

Using a Risk-Based Monitoring Approach

- ▶ Identify appropriate risk indicators, and assign each a value or weight
- ▶ Evaluate and rank programs based on relative risk
- ▶ Identify available monitoring resources and staff – weigh against monitoring needs
- ▶ Adjust monitoring plan, including monitoring activities and schedule based on risk and resource assessments



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Required Risk Factors in a

Risk-Based Monitoring Approach

2 CFR 200.331 (b)

Risk
Indicator

- Review financial and performance reports

Risk
Indicator

- Ensure that local programs takes timely and appropriate action on all deficiencies and take action if not (CAP)

Risk
Indicator

- Issue a decision for audit findings

Risk
Indicator

- Verify that every subgrantee is audited as required



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Required Risk Factors in a

Risk-Based Monitoring Approach Subgrantees

2018-2019

Adult Education Continuation Grant And
Competitive Application (Request for
Application)

Granting of Funds to Contracting Entities

DWD allows the use of contracted service providers (sub-grantees) subject to the approval of DWD. The grantee will assume all responsibility for the performance of the contracted services providers (subgrantees). This includes, but is not limited to ensuring that contracted services providers (subgrantees) follow DWD policies and that contracted services providers (subgrantees) are in compliance with applicable state and federal law.

Grantees will also be responsible for the monitoring of contracted services providers' (subgrantees) performance and data.



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Required Risk Factors in a

Risk-Based Monitoring Approach

Subgrantees

2018-2019



Risk
Indicator

- Why do grantees have to monitor subrecipients?
 - It's the law.
- How do grantees have to monitor?
 - It's up to the grantee.

- It's up to the grantee to monitor;



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Required Risk Factors in a

Risk-Based Monitoring Approach

Subgrantees
2018-2019

Risk
Indicator

- **STANDARD:** *Monitoring efforts must provide a **reasonable assurance** that a subgrantee administers Federal funds in compliance with laws and regulations, and that performance goals are achieved.*

goals are achieved,
regulations, and that performance



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FEDERAL
MONITORING INSTRUMENT

NEXT

STEPS

Moving Forward

2018-2019

Federal Instrument for States

Adult Education and Family Literacy Act
(AEFLA) Monitoring Protocol

Module 1 – Performance Accountability

Module 2 – Fiscal

Module 3 – State Leadership (professional
development)

Module 4 – Competition and Monitoring Locals

Module 5 – WIOA Shared Monitoring



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MONITORING INSTRUMENT for
Indiana Adult Education Programs

NEXT

STEPS

Moving Forward

2018-2019

Draft Indiana Adult Education Program Quality Review

Section 1 – Performance Accountability

Section 2 – Fiscal

Section 3 – Local Leadership (professional
development)

Section 4 – Monitoring

Section 5 – State Targets



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Draft Indiana Adult Education Program Quality Review

Section 1 – Performance Accountability

- Does the grantee require that all sites and subaward recipients (if applicable) use a **standardized intake form** (electronic or paper) to collect all participant information required for the Adult Education and Family Literacy Act (AEFLA)? Does the intake form include the correct definitions for all data elements?
- Does the grantee and subaward recipients (if applicable) require a **confidentiality release form** at intake for data exchange?
- Do the grantee and subaward recipients (if applicable) follow the **state's assessment policy** to meet Measurable Skill Gains requirements?



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Draft Indiana Adult Education Program Quality Review

Section 1 – Performance Accountability

- Do the grantee and subaward recipients (if applicable) follow the **instructional hours** to administer pre- and post-tests to students? Is the time for administering the post-test long enough after the pre-test to allow the test to measure educational functioning level gains according to test publisher's guidelines?
- Do the grantee and subaward recipients (if applicable) accurately use the **score ranges** tied to educational functioning levels for placement and for reporting gains for accountability?
- Do the grantee and subaward recipients (if applicable) accurately identify and record the skill areas in **InTERS** to measure educational gain?



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Draft Indiana Adult Education Program Quality Review

Section 1 – Performance Accountability

- Do the grantee and subaward recipients (if applicable) adhere to **training requirements** that staff must meet in order to be qualified to administer and score each test for placement and educational gain?
- Do the grantee and subaward recipients (if applicable) use a **locator test** for guidance on identifying the appropriate pre-test?
- Do the grantee and subaward recipients (if applicable) identify the appropriate **alternate form** or forms of each test to use for posttesting?
- How do the grantee and subaward recipients monitor **data quality**?



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Draft Indiana Adult Education Program Quality Review

Section 1 – Performance Accountability

- Do the grantee and subaward recipients **enter data** into InTERS at least by the 10th of each month to ensure accurate reviews by the state?
- Do the grantee and subaward recipients **review InTERS data** by the 10th of each month for errors, missing data, out-of-range values, and is there a process in place to resolve problems?
- Do the grantee and subaward recipients have procedures to **verify** that local reports accurately reflect data collected (e.g., through review of local program documentation, onsite auditing)?



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Draft Indiana Adult Education Program Quality Review

Section 1 – Performance Accountability

- Do the grantee and subaward recipients compare current year's data to prior years' data for discrepancies, reasonableness, and to **identify trends** with performance?
- Do the grantee and subaward recipients provide **on-going staff development** and training?
- Does the student outcome data on Table 4 indicate **adequate performance** compared to national and state data?
- Do the grantee and subaward recipients have a history of **meeting performance** indicator targets?



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Draft Indiana Adult Education Program Quality Review

Section 1 – Performance Accountability

- Do the grantee and subaward recipients demonstrate **continual improvements** in outcomes, consistent with WIOA performance accountability requirements?
- Do the grantee and subaward recipients obtain an adequate **pre- and posttest rate** on Table 4B?
- Does the average number of instructional hours indicate that the grantee and subaward recipients are of **sufficient intensity and duration** to produce measurable skill gains?



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Draft Indiana Adult Education Program Quality Review

Section II – Fiscal

- Have all required federal/state **financial reports** (FFR) been submitted? Were the submissions timely?
- Were the **percentage caps** met in each report for administration?
- Are all the costs allocated for **Maintenance of Effort (MOE)** verifiable from the grantee's records? **Necessary and reasonable** for the accomplishment of the program's objectives?
- How much **program income** is being reported and how is it being spent?
- Are all **administrative costs** necessary, reasonable, and allocable?



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Draft Indiana Adult Education Program Quality Review

Section II – Fiscal

- Is the **staffing** adequate for the grantee's current adult education responsibilities? How are positions funded?
- Are actual duties and **job responsibilities** allowable costs? Do the duties observed match the job descriptions?
- Can the grantee provide evidence that staff keep **time and effort charts** to document allowable adult education activities?
- How does the director of adult education participate in the preparation of the FFR?



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Draft Indiana Adult Education Program Quality Review

Section II – Fiscal

- Is the grantee reporting One Stop **infrastructure costs**? Has the grantee used administrative funds to support infrastructure?
- Does the grantee demonstrate that it documents section 243 **Integrated English Literacy and Civic Education** (IELCE) activities and funds as separate from the basic grant award?
- Can the grantee demonstrate that activities supported by IELCE funds are attributable to IELCE only, for example through time and effort charts for administrative activities?



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Section III – Local Leadership (Professional Development)

- How does the grantee **deliver professional development** activities to staff? What process does the grantee use to ensure that professional development activities are widely accessed by instructors and program managers? Does the grantee track participation in professional development activities?
- How is the grantee expending funds to **monitor and evaluate** activities and disseminate information about promising practices?
- Does the grantee have a process in place for using the professional development evaluation data for **continuous improvement**? If no, why not?



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Section IV – Monitoring

- Does the grantee have a process in place to **monitor internally**? Does the grantee have a process in place to **monitor subaward recipients**?
- Does the grantee conduct **onsite** monitoring? Does the grantee have a standard monitoring protocol? Does the grantee conduct **desktop** monitoring? Who conducts the monitoring?
- Does the grantee provide internal staff, including subaward recipients, with **training** and **technical assistance** on programmatic issues?



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Section IV – Monitoring

- Are there **cooperative arrangements** that the grantee has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities?
- Are services in **alignment** with the local workforce development plan, including how it will promote concurrent enrollment in programs and activities under Title I of WIOA, as appropriate?
- Does the grantee meet **performance targets** set by the state?
- Does the grantee fulfill, as appropriate, required one-stop partner responsibilities?



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Section IV – Monitoring

- Does the grantee provide services in a manner that meets the needs of eligible individuals?
- Did the grantee ensure that every **subaward is clearly identified** to the state at the time of the subaward?
- Does the grantee monitor the activities of each subaward recipient to ensure the grant is used for authorized purposes under WIOA? Does the grantee monitor the subaward recipient to ensure that performance goals are achieved?



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Section IV – Monitoring

- Does the grantee ensure **equitable access** to, and participation in, programming for students, teachers, and other program beneficiaries with special needs?
- Does the grantee and/or subaward recipient have new **personnel** or new or substantially changed systems? Is there a process in place for orientation and mentorship?
- Does the grantee have procedures in place to determine if access is provided to adult education programming through the one-stop delivery system utilizing onsite staffing, cross training of partner staff, or direct linkages?



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Section V – State

- Do the grantee and subaward recipients (if applicable) maintain an **inventory of equipment** purchased?
- Do the grantee and subaward recipients (if applicable) follow **retention schedules** for program records and student files for a minimum of three years?
- Do the grantee and subaward recipients (if applicable) collect required **signed high school exit forms** for students (16-18 years of age)?
- Do the grantee and subaward recipients (if applicable) use **Indiana Career Explorer** with each student?



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Section V – State

- What processes are in place to **monitor subaward recipients** (if applicable)?
- Are the provider's **staff credentials** in compliance with the adult education qualifications and development policy?
- Do the grantee and subaward recipients (if applicable) monitor **data quality**? How often and how is this being done? Are InTERS reports run routinely? Is **attendance** tracked daily?
- At what frequency does the grantee review planned vs. actual expenditures?



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Monitoring TEAM

NEXT

STEPS

Moving Forward

2018-2019

Indiana Adult Education Program Quality Review

MONITORING Team*

Lance Halsey

Roy Melton

Jennifer Montgomery



*Continue as Adult Education Coordinators (AECs)



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MONITORING PROTOCOL

Draft Indiana Adult Education
Program Quality Review

Will the Monitoring Tool be Posted to AmplifyAE? Yes

When Will Formal On-site Monitoring Begin Using the New Protocol? Fall 2018

How Will I Know if My Program is Selected? Email

How Long Will the On-Site Review Take? Probably Two Days/Less

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2018-2019 Adult Education Online (Request for Application)

DWD and Indiana Adult Education supports distance learning in an effort to increase participation in, and provide additional access to, adult education and literacy services within Indiana. It is thus the desire of DWD to fund an adult education provider within the state of Indiana up to \$200,000 to administer a statewide “online only” distance education program.

DWD’s online only distance education will provide services to Hoosiers in all of Indiana’s 92 counties through the integration of adult education and literacy activities delivered through technology accessible by students with access to an internet connection and assessments provided to participants by their closest local Indiana Adult Education provider.

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2018-2019 Adult Education Online (Request for Application)

Assessments will be conducted in partnership with local adult education providers, and must be conducted on-site at local adult education provider locations. Both the AE online only distance education grantee and the local adult education provider will share AE online only distance education students for the purposes of recording and reporting both state and federal performance metrics.

Only organizations that received adult education funding for the 2018-19 year are eligible for AE online only distance education funds

Adult Education Online Award Period

10.1.18 - 6.30.19

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2018-2019 Adult Education Online (Request for Application)

2018-2019 Adult Education Online
Timelines
Request for Application

	Date
RFA Issued	TBA
RFA Questions Due	Friday, August 10 th , 2018 5:00 PM EST (GMT-5)
RFA FAQ Released	Friday, August 31 st , 2018
RFA/Grant Application Submission Deadline	Monday, September 17nd , 2018 5:00 PM EST (GMT-5)
Award Decisions Issued	Monday, September 24th , 2018

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2018-2019 Adult Education Online
(Request for Application)

Scott Mills

DWD Adult Education Grants Manager | smills1@dwd.in.gov

Application and RFA Question Submission

AdultEd@dwd.in.gov

2018-2019 Adult Education Online

Questions

Request for Application

SHRUTI SHRIVASTAVA

PROGRAM COORDINATOR
SShrivastava@dwd.in.gov

“I am very excited to be a part of the Adult Education Team. I am looking forward to participating and contributing in the various projects focusing on workforce development.”

Fun Facts!

- Came to the United States in 2015
- Started her **Master's degree** (Master of Public Affairs, MPA) in 2016
- Joined **DWD** in **August 2018**
- Enjoys cooking, painting, books, documentaries, and decorating



- Enjoys cooking, painting, books, documentaries, and decorating
- Joined DWD in August 2018

R	FY18	FY19	Total	Still Enrolled	Dropped	Completed	Compl. Rate	Earned Cert	Cert Rate
1 - CWI	0	4	4	4	0	0	---	0	---
1 - NEO	0	1	1	1	0	0	---	0	---
2 - ELK	0	0	0	0	0	0	---	0	---
2 - NIWB	0	0	0	0	0	0	---	0	---
3 - FWCS	0	4	4	4	0	0	---	0	---
3 - NIW	0	2	2	2	0	0	---	0	---
4 - LARA	0	0	0	0	0	0	---	0	---
5 - C9	0	4	4	3	0	1	100.00%	1	100.00%
- INREAD	0	0	0	0	0	0	---	0	---
5 - WARR	0	3	3	2	0	1	100.00%	1	100.00%
5 - WAYN	0	10	10	10	0	0	---	0	---
5 - WASH	0	2	2	2	0	0	---	0	---
5 - R5	0	25	25	18	0	7	100.00%	7	100.00%
6 - ASG	0	0	0	0	0	0	---	0	---
6 - JJCG	0	0	0	0	0	0	---	0	---
6 - RICH	0	0	0	0	0	0	---	0	---
7 - A30	0	4	4	0	0	4	100.00%	3	75.00%
7 - WIWB	0	5	5	4	0	1	100.00%	0	0.00%
8 - MCCSC	0	0	0	0	0	0	---	0	---
8 - R8	0	3	3	1	0	2	100.00%	2	100.00%
9 - SIWB	0	23	23	10	1	12	92.31%	7	58.33%
10 - R10	0	0	0	0	0	0	---	0	---
10 - WFB10	0	2	2	0	0	2	100.00%	2	100.00%
10 - RVR	0	13	13	13	0	0	---	0	---
11 - GSI	0	1	1	1	0	0	---	0	---
11 - WFB11	0	1	1	1	0	0	---	0	---
11 - VIN	0	16	16	7	0	9	100.00%	2	22.22%
- EMPIND	0	1	1	1	0	0	---	0	---
12 - MARU	0	0	0	0	0	0	---	0	---
DOC - IDO	0	0	0	0	0	0	---	0	---

STATEWIDE	Goal	To-Date
Enrollment	1,800	124
Enrollment Rate	---	
Still Enrolled	---	84
Completers	1,440	39
Completion Rate	80%	97.5%
Dropped	---	1
Dropped Rate	10% (or below)	.03%
Certifications issued	1,065	25
Certification Rate	74%	64.1%
Employment	640	16
Employment Rate	60%	56%

You're Invited!

Help us commemorate record-setting accomplishments.

November 15, 2018

State House, North Atrium

1:30 p.m. - 3:00 p.m. (ET)

Light refreshments
will be served.

WorkINDiana Celebration

WorkIN
amplifyAE.org



Policy Feedback

- Please submit feedback on the WorkINdiana policy by 09.06.18 to policy@dwd.in.gov

Available WorkINdiana Funds

- \$900,000 available funds to be disbursed
 - First come, first serve
 - No more than 15% of available funds will be allocated out per request

Jessica Gray

WorkINdiana Program Manager

jgray1@dwd.in.gov

WorkINdiana@dwd.in.gov

(317) 503-1006

Get to
know
us!





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Professional Development

NEXT

STEPS

Moving Forward

2018-2019

- ▶ Regionally Delivered Professional Development
- ▶ Locally Delivered Professional Development
- ▶ State Initiatives

Professional Development Team*

South – Nancy Karazsia

Central – Dan DeVers

North – Jose Torres

*Continue as Adult Education Coordinators (AECs)





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Professional Development

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STEPS

Moving Forward

2018-2019



PDF – Adult Education Director Statewide Meetings

August 17, 2018 - Elkhart

August 24, 2018 - Indianapolis

August 31, 2018 – Bedford

Reflections



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InTERS

ADULT EDUCATION UPDATES,
TRAININGS

Matt Crites

mcrites@dwd.in.gov

Brin Sisco

bsisco@dwd.in.gov

ABE

Log-in to the Indiana Student Data Reporting Client

User ID:

Password:

Ok Cancel

Indiana Student Data Reporting Client

Version: 1.0.10.1914
App Date: 20170202



Youth Initiatives Updates

-  2017-2018 Non-Grads in Follow Up
 -  178 total
 -  Only 18 are back in High School
 -  GREAT opportunity to re-engage

-  Young Adult Services Summit
 -  October 30th
 -  Valle Vista Golf Club

Region	Non Grads in Follow Up	Non Grads Back in High School	Non Grads-High School Equivalency
Region 1	9	2	0
Region 2	34	0	0
Region 3	24	6	0
Region 4	12	0	0
Region 5	11	0	0
Region 6	15	2	1
Region 7	9	1	0
Region 8	11	2	0
Region 9	12	3	0
Region 10	9	0	0
Region 11	15	2	0
Region 12	15	0	0
State	178	18	1



Youth Initiatives Updates

- JAG Language Changes
 - At Risk = High School Students of Promise
 - 135 total programs = 133 total programs
 - JAG will add 250 programs over the next several years
 - Dropout prevention = Helping achieve success through graduation



JAG Indiana students at Scottsburg High School recently got a visit from U.S. Rep. Trey Hollingsworth, who stressed to them the importance of being involved in their communities.

IAACE NOTES

- IAACE board president Michelle Davis will be attending COABE's Capital Hill Day on September 27th
 - Send us your stories (new & old), press releases, photos and/or related information & we'll represent our state programs in Washington D.C.
 - Visit iaace.com for detailed instructions on how to participate, including COABE & ProLiteracy toolkits, templates and more



CAPITOL HILL DAY

COABE
COUNCIL ON ADULT BASIC EDUCATION

Inspiring educators so adults succeed and communities thrive



IAACE NOTES

Professional Development Opportunities:

- IAACE members will have *FREE* access to the 2018 COABE Virtual Conference on October 25th & 26th
 - You must be a current IAACE member to participate
 - Details will be emailed to all members this month
- AAACE 2018 Conference
 - Oct. 2-5, 2018 Myrtle Beach, SC
- National Career Pathways Conference
 - Oct. 11-12, 2018 Louisville, KY
- COABE 2019 Conference
 - March 25 – 28, 2019 (Registration opens Dec. 1, 2018)



IAACE NOTES

IAACE 2019 Conference News:

Wednesday, April 24 –Friday April 26, 2019

- Superheroes is our theme!
- Logo Design Challenge for your students, see website for details.
- We're looking for more Conference Committee members!
- Our Request for Proposals has been released for keynote speaker and more! Please share your ideas with us!
- Visit our website iaace.com or email Jenn at iaace2@gmail.com for all the details.



SAVE
THE
DATE

Indiana Adult
Education
CONFERENCE
APRIL 24-26 2019



INDIANA
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Next Adult Education & Workforce Development Statewide Webinar

10.3.18

10 to 11:30 a.m. ET

The right skills, at the right time, in the right way.
Indiana's Demand Driven Workforce

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